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ABSTRACT

This guide, one of a series of bulletins designed to aid the social studies teacher, relates the process of conducting a field trip. Such questions as what is a field trip, why have them, and who is involved are answered. Details of financing and scheduling are reviewed, noting special precautions of liability and safety. General preparation aspects discussed are ascertaining pupils' need for field trips and what community resources are available, keeping track of information, and determining the types of trips to take. Specific preparations mentioned include setting up objectives, teacher study of related literature and development of class work, and making the definite arrangements. Techniques for conducting a successful trip are supplemented by suggestions of further resource materials. The problem of appraising field work is approached from the question of the value of field studies as an educational technique in general and from concern with devising instruments for the evaluation of particular trips. A bibliography lists general materials, articles on what others are doing, and films and filmstrips. Related documents are SO 005 979-SO 006 000. (KSM)

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How To Do It Series—No. 12

How To Conduct a Field Trip

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What Is a Field Trip?

A field trip is a first-hand experience that brings meaning to learnings gained through reading or listening or looking at pictures. It is an observational experience having definite educational objectives. It may be called an excursion, a visit, a school journey, a pilgrimage, or an educational travel course. The name is unimportant. It is essential that the experience be educational, with definite objectives, careful planning, and thoughtful evaluation.

The length of the field trip in time or distance is of minor importance. It can be for an hour, a class period, a day or a week. It may go across the street from the school to a fire house or to a neighboring meadow or it may go across the continent or around the world. It may be supplemental to a lesson or a unit of work or it may be a course in itself for which credit is given. The broader objectives and the basic techniques are the same in all cases and the trip should always be an integral part of the course, planned to accomplish certain ends which could not be accomplished as well by any other procedure.

Field trips are increasing in numbers in elementary and secondary schools and in colleges and universities, particularly in teachers colleges. Teachers who have used the field work technique successfully and pupils who have been privileged to learn in this way are, almost without exception, enthusiastic.

Why Field Trips?

Realization of the value of first-hand experience in education is not new. It has been urged or practiced by Socrates, Comenius, Rousseau, Vittorino da Feltre, Montaigne, Basedow, Froebel, Pestalozzi, Herbart, Francis Parker, Dewey, and Kilpatrick. Wherever they come from, such quotations as the following are generally accepted in and out of school: "Experience is the best teacher," "The proof of the pudding is in the eating," "Education is not only preparation for life, education is life."

Our current cultural pattern necessitates some changes in essential educational experiences. Increase in mechanization and specialization have made first-hand learning situations scarce or nonexistent. Today, children and adults live less frequently where the income-producing work of the family occurs. Production and marketing have been removed from the home site. Services and even recreational resources are provided from distances and by strangers. One must move out of the immediate environment to discover the component parts of our living at the present time.

Thus the basic objective of the field trip is to provide understanding through experience. Associated with this primary objective—in some cases contributing to it—are a number of others, such as to explore or stimulate interest in a new area, to answer questions, to learn about community processes and structure, to practice cooperative behavior, to improve pupil-teacher relationships, and to develop social consciousness.

As students move up the educational ladder, reading and lecturing become increasingly common techniques for teaching. After they learn how to do it, children read their way through school. Textbooks follow textbooks. In college, and even sometimes in high schools, lectures supplant or supplement textbooks. Occasionally films, recordings, or hastily organized trips to museums supplement the monotony of reading and listening. When the course is over, or at intervals while it is going on, students are tested; that is, they are required to write page after page of

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words about what they have heard or read. Much of this process has little or no foundation in actual experience on the part of either student or teacher. Both student and teacher have been playing a game with words which consists mainly of finding out how many of the words, which the teacher or textbook used, the student can remember.

Field trips help to provide the experience which makes words meaningful. They are not, however, advocated as a substitute for classrooms and textbooks. No one would be so foolish as to deny the power of words or their place in education. It is only the substitution of words for experience, where the latter is possible, that is criticized. Many courses, lessons, and units require a maximum of words and a minimum of experience, although it is doubtful whether words mean much unless there is life experience behind them. Field trips are but one type of learning experience.

Who Is Involved?

Many people are concerned with field trips because many people are involved. There are children, teachers, administrators, and parents involved from the point of view of the school. Also concerned are those people who are to be visited and those in the host organizations who will be a part of the field trip experiences.

The Administration Is Involved

Field trips can be undertaken only with the approval and cooperation of the school administration. There are legal and financial problems that must be anticipated and accepted before field trips can become a contributing activity to the total learning experiences of children. There is the administrative responsibility for planning and carrying out safe procedures for all field trips.

Financing Field Trips

The problem of financing field trips is a difficult one, partly because this procedure is a relatively informal one and the habit of subsidizing it has not been established. Until school authorities take the responsibility for financing school trips the problem is one which has to be solved by the teacher and the class. In planning trips the teacher should satisfy himself that the trip is worth what it costs and that it is organized as economically as possible. Organization which contributes to efficiency and safety also contributes materially to economy.

After the cost has been determined, the problem of financing should be attacked by the class as a group problem. Obviously every member of the class should go on a field trip whether he can afford to pay for it or not, since the trip is an integral part of the class work. If the trip is not supplied by the school as textbooks and other equipment are supplied, then the class must find its own way of raising the money or abandon the trip. Certainly all who can pay their own way should do so, although even these pupils should be encouraged to earn the money rather than ask parents for it. A fund should be created to meet the deficits which arise because some pupils cannot pay. This should not be regarded as a charity in any sense, but as a means of underwriting a group project.

Among the ways used to make money for field trips, the following have been used successfully: sales of cakes, soft drinks, ice cream, candy, Christmas cards, magazines, and articles made by pupils; class dues; subsidies from PTA's and mothers clubs; card parties; class plays; movie benefits; lectures; flower and vegetable seed sales; odd jobs; baby-sitting. Many other sources of income will suggest themselves to teachers and pupils. Some of these projects may be correlated with activities of art, industrial arts, home economics, speech, and other classes in the school. The class projects themselves may be full of meaning, especially if they revolve around everyday problems of the student and his family, and the money earned, when spent on travel, pays additional educational dividends.

Scheduling Field Trips

Scheduling can become a real obstacle when it is necessary to cut across the teaching programs of several teachers. A central clearing house is needed so that the programs of all teachers are respected.

In elementary schools scheduling is not such a problem. Self-contained classes make it easy for teachers to plan expeditions outside the school building. Customarily elementary school field trips are no longer than a day. This factor also reduces the scheduling difficulties.

At the secondary level the situation may be different. The problem of scheduling is a thorny one because it often disturbs the school routine, painstakingly worked out in the school office; because interruptions for field trips have not come to be accepted as a matter of course; and because some teachers either do not want to take field trips or do not want their classes depopulated or shifted. Thus the problem often stems from inertia and will be acute as long as the educational values of field trips are not considered to warrant interference with routine, either administrative or classroom. It can be solved, however, where there is a conviction that the outcomes of field studies justify occasional reorganization of the school program.

The problem is a local one and each school must solve it in its own way. In some schools the program is so flexible that little difficulty is encountered even in arranging long trips lasting a week or more. In one college, one day each month was set aside for field trips, and all departments planned their field trips for that day. Each month the field-trip day fell on a different day of the week.

Saturdays, evenings, and vacation periods are used in some institutions. When the trip is made during the school day, various arrangements, such as the following, may be made:

Lists of approved trips are posted in advance and faculty members adjust their class work accordingly.

Lists of students who wish to go on trips are circulated among other members of the faculty by the teacher conducting the trip or by an administrator and only those students are permitted to go who are voluntarily excused by their instructors from conflicting classes.

Double periods in science and social studies may follow each other so that (without interference with other classes) four continuous hours are available for use at the discretion of the teachers of these subjects. Other subject combinations would be possible.

Teachers and their classes can be grouped in blocks and the members of each block can arrange a schedule of half-day trips among themselves.

Liability and Safety Regulations

Laws in regard to the liability of school districts, school boards, and teachers vary in the different states. In general in most states, subject to these variations, the teacher is personally liable for injuries to pupils which can be shown to be the result of his negligence. Is there any additional, or unusual responsibility or liability when the teacher is conducting a field trip? While this point in numerous jurisdictions has not been clarified by court decisions, a study of available opinions seems to indicate that the liability of the teacher is the same as it would be on the school grounds. In other words, only when negligence can be proved can the teacher be held liable for injuries to pupils under his care. The teacher conducting a trip should, of course, exercise great care at points which may be especially hazardous, such as street crossings or where there is moving machinery. He should make certain that the buses or other conveyances used for the trip are properly and adequately insured and in good mechanical condition so far as he can ascertain. Chartering buses from a reputable concern usually takes care of this matter. He should not sanction transportation in private cars, even if the drivers are willing to accept full responsibility; particularly if the drivers are themselves students in the school. He should secure written permission from parents of minors. The parent cannot, and should not be asked to sign a waiver relieving the school and the teacher of responsibility, but the permit is evidence that the trip is being taken by the pupil with the parent's consent.

A final word of caution may be in order here. As the rules governing the respective liability of the school district, supervisory personnel, and teacher differ in the various states, it would be wise for teachers to ascertain the laws in their particular jurisdictions. It is also advisable that they should study the school bus insurance laws in their state to determine: (1) whether there is any coverage permitted or required, (2) whether the insurance protects the school district only or also protects the bus driver, and (3) whether the insurance applies to field trips as well as routine to-and-from school service.

Organization and Procedure

We turn now to organization and procedure, facets of a field trip with which a teacher has to deal. These include: (1) preparing for the trip, (2) conducting the trip, and (3) evaluating it.

Preparing for a Field Trip

The problem of preparing has two phases: (1) general preparation for a field studies program, and (2) specific preparation for a particular trip. The first of these phases involves: (a) ascertaining the pupils' needs for field work, (b) ascertaining the available resources of the community, (c) keeping track of information, (d) determining the types of trips to be taken, and (e) planning for an orderly and safe trip. To these one other might be added: securing the cooperation of school authorities, which will be assumed in this pamphlet, if field trips are to be taken at all. The second phase involves: (a) setting up specific objectives for the trip, (b) the teacher's study of the literature of the subject to be observed, (c) class work relating to the trip, and (d) making definite arrangements for the trip. These matters will be discussed in the order mentioned.

General Preparation

Ascertaining Pupils' Need for Field Trips. There seems to be an increasing need for the skills of careful observation and thoughtful listening. There is also a need, especially with elementary students, for exploring the community to understand the varied aspects of our complicated culture.

We become aware of the needs of children for field trips through listening to their conversations, observing dramatic play, through spontaneous illustrations, sharing in informal discussions and reports, and planned question and answer periods. At the secondary level teachers can readily discover the lack of understanding and accurate knowledge by means of class discussions or simple tests and questionnaires. General limits of experience and the needs of particular pupils will indicate desirable field trip experiences.

Ascertaining Community Resources—What Is There To See? In order to obtain the best results it is desirable that the community industries and agencies which the teachers wish to visit be willing to be visited. With the present and increasing emphasis on business-industry-education cooperation it has been found desirable in many communities to enlist the aid of the Chamber of Commerce or some other civic group in compiling lists of places to be visited. Committees composed of teacher and administrator representatives meeting with the education committee of a community civic group can provide excellent information for teachers desiring to use field trips as a teaching device.

It is also possible for lists of places to be visited to be made by a teacher, from his own observation or investi-

gations. Such lists may also be compiled by students and teachers singly or in committee groups. Sources of information are city directories, telephone directories, directories of public and social agencies, and first-hand experience. A pooling of information and a composite list of possible visitations conserves time for everyone. Such lists should contain information concerning what may be seen, age level preferred, hours for visits, person to person contact, special cautions and conditions.

In the Eleventh Yearbook of the Department of Elementary School Principals the following types of places are suggested: government buildings, public utilities, industrial plants, libraries, museums. transportation facilities, public protective agencies, community centers, gardens, public service agencies, stores, publishing houses, farms, financial and business buildings, construction projects, zoos, airports, radio stations, expositions and exhibits, and historical places. In the Department's Thirteenth Yearbook Weaver suggests 14 problems and the types of places in a large city where phases of these problems may be observed. Examples are "How do people on various social and economic levels live? (a) rich residential sections, (b) poor residential sections, (c) wealthy hotels"; and "How are people protected? (a) police department, (b) magistrate's court, (c) fire station, (d) street cleaning department." The whole list is worth consulting for further suggestions.[1]

The country, as well as the city, supplies many opportunities for field trips. The Hobans in *Visualizing the Curriculum* suggest vegetable and animal life, geological formations, land and water forms and phenomena, scenic and historic spots, industries, agriculture, occupations of people, institutions, and many others. Opportunities are almost inexhaustible, if the lively imaginations of pupils and teachers are kindled.

Keeping Track of Information. Lists should be made on filing cards containing adequate information about places which may be visited. Preliminary lists should be tentative and the filing cards should be revised from time to time as information accumulates. Bulky information in the form of pictures, booklets, and the like, may be kept in a separate file conveniently arranged and indexed.[2] The quotation which follows sums up the matter very concisely:

> Attaining these requisites of good field work in the social sciences—precision, unity, balance, and suitability—depends in no small way upon good organization. An abundance of readily available material from which one can draw to make up an itinerary, for example, is essential. This requires a constant reaching out for new contacts. Hardly a week passes, and never a vacation, that the writer does not make one or more calls with this intention in mind; these visits are of an introductory character. The nature of the field type of education is explained and cooperation solicited. If assistance is forthcoming, all relevant data—name of organization, individual's name, location, street directions, nature of observations, time to allot, and similar information—are filed in a card index, and cross referenced under subject, location, etc. Data are added to the cards from time to time, such as dates of calls, student impressions, points to emphasize, cordiality of reception, and other relevant details.[3]

A comprehensive, up-to-date list of available resources will help in avoiding the difficulty which arises from visiting the same places so many times that the welcome wears out. An extensive field work program, available to large numbers of pupils, is sure to encounter this difficulty and must be planned to avoid it as far as possible.

Types of Trips To Be Taken. After a list of community resources has been made, it has to be decided what types of trips should be taken by a specific class or school. Borgeson, in the Eleventh Yearbook of the Department of Elementary School Principals, suggests that trips might be classified according to the following categories: (1) as they relate to curricular subjects; (2) by grade levels; (3) according to distance; (4) as to amount of time consumed; (5) according to nature of object, place, or event to be observed; (6) in terms of major objective; or (7) according to intended treatment of materials. It is suggested that the reader examine the entire article.

Worthwhile criteria for the selection of trips were suggested by the St. Louis Commission on the Teaching of the Social Studies in 1937. It asked questions such as the following: "Does the activity acquaint the students with the resources of their community? Does the activity relate to a basic continuing problem rather than superficial aspects of it? Does the activity promote critical thinking?"

Specific Preparation for a Trip by Teacher and Pupils

Setting Up Specific Objectives for a Projected Trip. The teacher who plans a trip will decide upon certain definite objectives toward which the trip is intended to contribute. These objectives will be related to the criteria which have been used in determining whether the trip should be taken at all, as well as to the subject matter of the course, and to the needs of the children in the class. There is value in formulating these objectives in writing when the plan for the trip is being made. The question the teacher should ask himself is "What objectives of education can best be realized through this trip?" The objectives should be quite definite and very limited in number. One definite objective is better than 10 general ones. The teacher's objectives may be to preview a lesson or unit, to encourage pupils to see and know things around them, to arouse specific interests, to supplement a lesson or unit with additional or more vivid information, or to verify or review previous class studies or discussions. Or the objectives may be stated in terms of changes in pupil knowledge or behavior expected to result from the trip experience.

[1] See also Collings, Miller R. *How To Utilize Community Resources.* No. 13 in the How To Do It Series, for additional suggestions.
[2] See Collings on this point as well.
[3] Sloan, Harold S. "Seeing Social Problems First Hand." *The Social Studies,* January 1936.

Discussion of the trip with the pupils in the class should result in setting up objectives for the trip by the pupils themselves so that they may be guided in their observations by their own purposes and may have standards by which to evaluate the experience when it is over. A field trip should have significance for the pupils as well as for the teacher.

Study of the Literature of the Subject by the Teacher. No teacher should approach a field trip unprepared academically. A thorough knowledge of the subject is even more necessary here than in regular classroom instruction. Ignorance or inaccuracy on the part of the teacher is more painfully evident in the presence of the concrete phenomena than in the academic atmosphere of the classroom. The teacher, of course, cannot know everything about everything, and may be excused for ignorance of technical details which are within the common knowledge of local experts or workers on the job. He should, however, do all within his power to inform himself in regard to what is in print on the subject matter of the field study. If this is too great a task, the field study should not be undertaken.

How To Prepare the Class for a Field Trip. The problem of integrating the pupil's extramural experiences with his intramural experiences will not be discussed here since it involves the whole technique of planning a unit of work. The general principles, as well as examples, can be found in standard works on educational method. Assuming, then, that the lesson or unit, of which the field trip is a part, has been skillfully planned, what preparation should be made for the trip itself?

Obviously the pupils should know what they are going to see, why they are going to see it, how to observe it, how they are expected to conduct themselves on the trip, and what will be required of them in the way of report or reaction after the trip is over. To put it another way, they should, as a result of class discussion, set up their own objectives for the trip and plan their procedure on the trip. Their planning, of course, needs guidance and should be coordinated with the teacher's planning.

A part of the class work in preparation for a trip should concern itself with dress, equipment, and safe and orderly conduct. Students should be impressed with the fact that the trip is an educational experience and not a picnic even though it may be less formal than the usual class period. The development of a proper attitude before starting on the trip will go a long way toward obviating disciplinary difficulties and increasing educational values.

In class, also, the pupils may be given directions for observation either orally or in the form of guide sheets. Much that is to be seen may be anticipated and discussed in such a way as to make the observations more accurate and significant.

Making Arrangements for the Trip. When the time comes for drawing up the itinerary for the trip there is much detail to be attended to. Everything which can possibly be foreseen should be carefully provided for. Every headache in preparation is one less headache on the trip, and the consequences are much less serious in the case of the former than in the case of the latter. One successful method of itinerary making is described by Sloan:

> About three weeks before the proposed trip, the cards are consulted and a tentative itinerary prepared. Letters asking permission to call are written; substitutions are made when necessary, until the final itinerary evolves. Then it is mimeographed. Three days prior to the planned trip, reminders are mailed; and immediately following the trip, letters of thanks are written to all those who have cooperated in making the observations possible.[4]

It is essential that the conductor go over the whole route in advance, noting all turns, one-way streets, best approaches and parking places, locations of restaurants, comfort stations, tonnage weights of bridges, heights of underpasses, and any other factors affecting travel by bus; special regulations in regard to visiting; special hazards; and other details which may affect the success of the trip. He should visit each place to be observed by the group, and, if possible, have a conference with the guides if guides are used. If no guides are used, he should work out carefully his own plan for guidance. He should ascertain how long it takes to travel from point to point and how much time it requires to study each place effectively, without delay, waste of time, or boredom. Time for meals and comfort stops should be provided. Observations requiring much walking or standing should be interspersed with riding in the bus or sitting to listen to informal talks. Talks should not follow each other consecutively, but should be separated by periods of active and interesting observation. The three kinds of letters mentioned in Professor Sloan's remarks above may have to be supplemented by telephone conversations or personal calls in making difficult contacts. No stone should be left unturned; no detail is too small to merit attention; a good trip is no substitute for the best possible trip.

The active and intelligent cooperation of many persons makes for successful field work. Among the persons and groups which may cooperate are parents; public-spirited citizens; industrial owners and managers; transportation agencies; directors and personnel of art galleries and museums; and county, state, and federal authorities. There are many others. It is important in arranging for trips to make every person who contributes to it, in any way, realize that he is making an educational contribution and to make him feel, after the trip is over, that his cooperation has been appreciated. The degree of cooperation which will follow the right approach is little short of amazing. On the other hand, the wrong approach will bring refusals, and inappropriate or unappreciative conduct during the visit will make future trips impossible for any group.

[4] *Ibid.*

Conducting a Field Trip

It may seem to the reader that it has taken a long time to get to the heart of this subject—how to conduct a trip. But actually it does take a long time to get ready for a field trip. On the other hand, if the preparations have been carefully made, conducting a trip is comparatively easy.

In conducting the trip, the teacher must take every precaution to insure the safety of his charges, particularly in getting on and off buses, at street crossings, and at points of special hazard. This entails instruction for individual safe behavior as well as affecting the necessary protective measures for the group. He should be sensitive to their comfort, especially as to times for meals and comfort stops and as to excessive standing or walking. He should devise a good system of checking-up before leaving each point of study and a system of rotating seats in the bus on long trips. He should not permit loitering or time out for personal shopping, refreshments, and the like. Students should be required to stay with the group at all times. The itinerary, as planned, should be strictly adhered to except in case of emergencies. Attractive diversions should be avoided.

When time is unavoidably lost through detours or other delays, the conductor must know the route and the observable resources well enough to omit, combine, or supplement as needed. Older students should be supplied with a copy of the itinerary containing sufficient directions so that, in case they should be separated from the party, they can pick it up at the next stop. In the case of young students, it is better to instruct them to stay right where they are, when they discover that they are lost, until someone comes for them.

The teacher should stay in the background during the trip. However, it is also important that the teacher be alert at every moment in order to give a minimum of necessary instruction at the most effective times and to keep the whole trip moving easily and efficiently. This means that the teacher should avoid talking at length while on the trip, giving only what the students cannot learn for themselves. Places and objects must be shown so that pupils will really see them. They should be constantly engaged in learning and should not be passive sightseers. On a field trip, we do not educate people, we set the stage or situation so that they will educate themselves. Propaganda of any kind has no place on field trips. Let students observe what is there and draw their own conclusions. Superficial observations or hasty and irrelevant conclusions can be ironed out in discussion periods after the trip.

Discipline, strange to say, is not usually a problem on field trips, especially if proper preparation for trips has been made. Such trips afford an excellent opportunity for developing self-control and group responsibility. Incurable nonconformists, of whom there may be a few, should be left at home on the next trip, if they demonstrated their nonadjustability on one trip. In the opinion of the writer, unbecoming demonstrations of any kind and hoodlumism should be rigidly nipped in the bud at the very beginning. The reputation of the school and the success of the project as a whole are more important than any individual's idea of how to have a good time. Teachers who conduct field trips will soon develop from experience their own techniques for handling such matters.

Lobeck, in the Thirteenth Yearbook of the Department of Elementary School Principals, presents a very helpful set of practical directions for larger trips. Among his suggestions, in addition to those already made above, are the following: glamorize the trip, plan surprises to keep up interest, do not hurry too much but do not dawdle, have some free days or periods, make all arrangements with hotels and other facilities in advance, provide itineraries to keep the party informed as to each day's activities and to appraise each individual of his responsibilities. It is also well to devise some plan for changing the seating twice a day if a bus is used. This avoids monotony and prolonged discomfort and helps people to get better acquainted. Finally, the teacher should know to the last detail what he is going to do on the trip. Any signs of indecision or confusion on his part are fatal to his prestige as a leader.

A booklet published by the Greater National Capital Committee of the Washington Board of Trade, entitled *Destination Washington*, contains excellent advice which, although written for teen-agers visiting the national capital, applies to any field trip.

After the Field Trip

What happens after the field trip is over is extremely important. For elementary children it is necessary to discover what concepts, knowledge, and attitudes resulted. Even in carefully prepared trips erroneous ideas may result. The inability to see processes or hear guides may lead to confusion or distortion of the information presented. The need for clarification may be discovered through illustrations, construction activities, reports, diaries, dramatic plays, original stories, and discussions. Comparison of experiences and understandings plus checking with reliable reference materials will coordinate and intensify learnings resulting from a field trip. This follow-up should occur very soon after the field trip has been completed.

At the secondary level, also, the field study should not end with the trip. The unit of which the trip was a part may continue with the aid of the subject matter discovered through observation and the techniques will vary with the unit plan. Specific devices include field notes, problems, summaries, diaries, scrapbooks, booklets, re-

ports, discussions, debates, dramatizations, construction projects, follow-up visits or interviews, independent investigations of a similar kind, exhibitions of pictures or slides made from photographs taken on the trip, exhibitions of materials collected, maps, charts, and drawings. The whole trip should be discussed and evaluated by the pupils, both in relation to the subject being studied and in relation to methods of improving future trips. The conduct of the group may also be discussed and appraised. Attitudes and appreciations should receive attention.

Evaluating Field Trips

The problem of appraising field work is twofold. First, there is the question as to the value of field studies in general as a technique of education; and, second, there is the problem of devising instruments for the evaluation of particular trips or projects. In neither field has much progress been made, judging by the absence of reference material on this phase of field trips.

As to the educational value of field studies, we may ask questions such as the following without being able to make any positive answers. What should be expected of field studies in the way of outcomes and what should not be expected? When is field work an efficient method of instruction and when should it not be used? Are field trips worth the time, expense, and effort which they require if they are to be done well? Can a field study program be carried on without a special bureau or director?

To answer these questions briefly is to answer them inadequately. Perhaps the following are suggestions rather than answers. To begin with the last question, experience shows that a field study program can be carried on without a special bureau or director. However, a field study program should not be undertaken without administrative approval and support. Experience has proved the necessity for such encouragement and protection.

The consensus among students and teachers is that field trips are worth an added expenditure of time, effort, and money, but the point of diminishing returns has not been determined. It appears that there are times when first-hand observation is the most efficient and economical method of instruction and that there are times when the printed or spoken word is to be preferred, but much experimentation will be necessary before anyone can say just when these times occur. Evidently field trips are not a panacea in education any more than any other technique, but recent experience seems to indicate that desirable outcomes may be expected from the judicious use of field trips as one technique for improving the educational program.

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What Others are Doing

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Films and Filmstrips

Field Trip. Simmel-Meservey, 1946. Filmstrip, 36 frames, $2.50. Describes the steps in planning a field trip.

Field Trip. Virginia Department of Education, 1949. 10 min., b&w sound; $28, rent $2; color $51, rent $4. Describes a trip to the Dismal Swamp; contains directions for planning and conducting such trips.

Field Trip to a Fish Hatchery. Coronet Films, 1951. 10 min., b&w sound; $50; color $100. An illustration of field trip techniques.

Outside School Walls. New Tools for Learning Bureau, State Teachers College, Upper Montclair, N. J., 1950. 17 min., b&w sound; $40, rent $1.00. Specific directions for planning and conducting a field trip using a ninth-grade trip to the UN as an example.

Near Home. International Film Bureau, 1946. 25 min., b&w sound; $75, rent $3.75. The best film on field trips. Produced by British Ministry of Education.

Pictured here is a reduced version of a 22" x 17" poster used by permission of The National Commission on Safety Education. Single copies of original poster free to teachers. Available from: National Commission on Safety Education, NEA Classroom Poster Series No. 8, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

NOTE: This *How To Do It* notebook series, designed for a loose-leaf binder, provides a practical and useful source of classroom techniques for social studies teachers. Elementary and secondary teachers alike will find them helpful. The titles now available in this series are: *How To Use a Motion Picture, How To Use a Textbook, How To Use Local History, How To Use a Bulletin Board, How To Use Daily Newspapers, How To Use Group Discussion, How To Use Recordings, How To Use Oral Reports, How To Locate Useful Government Publications, How To Conduct a Field Trip, How To Utilize Community Resources, How To Handle Controversial Issues, How To Introduce Maps and Globes, How To Use Multiple Books, How To Plan for Student Teaching, How To Study a Class, How To Use Sociodrama, How To Work with the Academically Talented in the Social Studies,* and *How to Develop Time and Chronological Concepts.*

Jack W. Miller, George Peabody College for Teachers, is editor of this series. Dr. Miller welcomes comments about the items now in print and suggestions for new titles.